

APPENDIX I

Tennessee School Improvement Planning Process (TCSPP)

SIP Rubric

Tennessee School Improvement Planning Process (TSIPP)

SIP Rubric



Tennessee Department of Education

Commissioner Lana C. Seivers

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SIP Components

<i>COMPONENT 1a</i>
School Profile and Collaborative Process
1.1 SIP Leadership Team Composition
1.2 Subcommittee Formation and Operation
1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis
<i>COMPONENT 1b</i>
Academic and Non-Academic Data Analysis
1.4 Variety of Academic and Non-Academic Assessment Measures
1.5 Data Collection & Analysis
1.6 Report Card Data Disaggregation
1.7 Narrative Synthesis of All Data
1.8 Prioritized List of Targets
<i>COMPONENT 2</i>
Beliefs, Mission and Vision
2.1 Beliefs, Mission and Shared Vision
<i>COMPONENT 3</i>
Curricular, Instructional, Assessment and Organizational Effectiveness
3.1 Curriculum Practices
3.2 Curriculum Process
3.3 Instructional Practices
3.4 Instructional Process
3.5 Assessment Practices
3.6 Assessment Process

3.7 Organizational Practices
3.8 Organizational Process
<i>COMPONENT 4</i>
Action Plan Development
4.1 Goals
4.2 Action Steps
4.3 Implementation Plan
<i>COMPONENT 5</i>
The School Improvement Plan and Process Evaluation
5.1 Process Evaluation
5.2 Implementation Evaluation
5.3 Monitoring and Adjusting Evaluation

Component 1a. – School Profile and Collaborative Process

Indicator 1.1	Performance Levels				Rating
	4 <i>Exemplary Team Collaboration</i>	3 <i>Adequate Team Collaboration</i>	2 <i>Partial Team Collaboration</i>	1 <i>No Team Collaboration</i>	
SIP Leadership Team Composition	There is evidence provided that the SIP leadership team was composed of the chairs of each subcommittee and representatives of each of the relevant stakeholder groups of the school teachers, administrators, non-certified personnel, community, parents, and students (when appropriate).	There is evidence provided that the SIP leadership team was composed of the chairs of each subcommittee and representatives of at least four of the relevant stakeholder groups of the school teachers, administrators, non-certified personnel, community, parents, and students (when appropriate).	There is evidence provided that the SIP leadership team was composed of the chairs of each subcommittee and representatives of at least two of the relevant stakeholder groups of the school teachers, administrators, non-certified personnel, community, parents, and students (when appropriate).	There is no evidence provided that the SIP leadership team was composed of the chairs of each subcommittee and representatives of the relevant stakeholder groups of the school teachers, administrators, non-certified personnel, community, parents, and students (when appropriate).	4 3 2 1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
1.2	<i>Exemplary Subcommittee Formation & Operation</i>	<i>Adequate Subcommittee Formation & Operation</i>	<i>Partial Subcommittee Formation & Operation</i>	<i>No Subcommittee Formation & Operation</i>	
Subcommittee Formation and Operation	There is clear evidence that SIP subcommittees were formed and were chaired by SIP leadership team members. It is documented that these subcommittees actually met to address critical components of the SIP. It is evident that stakeholders served on all subcommittees.	There is clear evidence that SIP subcommittees were formed and were chaired by SIP leadership team members. It is documented that these subcommittees actually met to address critical components of the SIP. It is evident that stakeholders served on four subcommittees.	There is clear evidence that SIP subcommittees were formed and were chaired by SIP leadership team members. It is documented that these subcommittees actually met to address critical components of the SIP. It is evident that stakeholders served on three subcommittees.	There is no clear evidence that SIP subcommittees were formed and were chaired by SIP leadership team members. It is not documented that these subcommittees actually met to address critical components of the SIP. It is evident that stakeholders did not serve on subcommittees.	4
					3
					2
					1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
1.3	Exemplary Demographic Data Collection and Analysis	Adequate Demographic Data Collection and Analysis	Limited Demographic Data Collection and Analysis	No Demographic Data Collection and Analysis	
Collection of Academic and Nonacademic Data and Analysis/ Synthesis	There is evidence provided that data have been collected and analyzed regarding all of the following areas:	There is evidence provided that data have been collected and analyzed for at least three of the following areas:	There is evidence provided that data have been collected and analyzed in at least one of the following areas:	There is no evidence provided that data have been collected and analyzed in any of the following areas:	4
					3
					2
	<input type="checkbox"/> Student characteristics <input type="checkbox"/> Staff characteristics <input type="checkbox"/> School characteristics <input type="checkbox"/> Parent/guardian demographics <input type="checkbox"/> Community characteristics				1
Rationale for Performance Level Decision:					

Component 1b. – Academic and Non-Academic Data Analysis

Indicator 1.4	Performance Levels				Rating
	4 <i>Exemplary Use of a Variety of Assessment Measures</i>	3 <i>Adequate Use of a Variety of Assessment Measures</i>	2 <i>Limited Use of a Variety of Assessment Measures</i>	1 <i>No Use of a Variety of Assessment Measures</i>	
Variety of Academic and Non-Academic Assessment Measures	There is evidence provided that the data examined includes <u>all</u> of the following: academic and non-academic assessment components. (e.g., TCAP, TCAP Alt, EOC, Gateways, SAT/ACT, as appropriate, local system assessments, PK-Grade 2 assessments, as appropriate, six-week tests, report cards, unit tests, dropout rates, attendance rates, graduation rates, formative assessments, CTE competencies, as appropriate).	There is evidence provided that the data examined includes at least <u>eight</u> of the following: academic and non-academic assessment components. (e.g., TCAP, TCAP Alt, EOC, Gateways, SAT/ACT, as appropriate, local system assessments, PK-Grade 2 assessments, as appropriate, six-week tests, report cards, unit tests, dropout rates, attendance rates, graduation rates, formative assessments, CTE competencies, as appropriate).	There is evidence provided that the data examined includes at least <u>one</u> of the following: academic and non-academic assessment components. (e.g., TCAP, TCAP Alt, EOC, Gateways, SAT/ACT, as appropriate, local system assessments, PK-Grade 2 assessments, as appropriate, six-week tests, report cards, unit tests, dropout rates, attendance rates, graduation rates, formative assessments, CTE competencies, as appropriate).	There is no evidence provided that the data examined includes any of the following: academic and non-academic assessment components. (e.g., TCAP, TCAP Alt, EOC, Gateways, SAT/ACT, as appropriate, local system assessments, PK-Grade 2 assessments, as appropriate, six-week tests, report cards, unit tests, dropout rates, attendance rates, graduation rates, formative assessments, CTE competencies, as appropriate).	4
					3
					2
					1
Rationale for Performance Level Decision:					

Indicator 1.5	Performance Levels				Rating
	4 <i>Exemplary Data Collection & Analysis</i>	3 <i>Adequate Data Collection & Analysis</i>	2 <i>Limited Data Collection & Analysis</i>	1 <i>No Data Collection & Analysis</i>	
Data Collection & Analysis	A <i>thorough</i> data collection and consistent analysis are included with assessment methods described and strengths and needs identified.	An adequate data collection and consistent analysis are included with assessment methods described strengths and needs identified.	A limited data collection and consistent analysis are included.	No data collection and analysis is included.	4
					3
					2
					1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
1.6	Exemplary Report Card Data Disaggregation	Adequate Report Card Data Disaggregation	Limited Report Card Data Disaggregation	No Report Card Data Disaggregation	
Report Card Data Disaggregation	Data disaggregation analyses are included which establish priorities for student performance with respect to <u>all</u> listed areas:	Data disaggregation analyses are included which establish priorities for student performance with respect to <u>the first four</u> listed areas:	Data disaggregation analyses are included which establish priorities for student performance with respect to a <u>minimum of three of the first four</u> listed areas:	Data disaggregation analyses are not included which establish priorities for student performance with respect to the listed areas:	4
	<div><input type="checkbox"/> Race/ethnicity (5 areas) <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> Special education <input type="checkbox"/> LEP</div> <div><input type="checkbox"/> Gender <input type="checkbox"/> Proficiency levels</div> <div><input type="checkbox"/> Growth differences/Gaps between the following: low to middle achievers, middle to high achievers and low to high achievers</div>				3
					2
					1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4 <i>Exemplary Narrative Synthesis of All Data</i>	3 <i>Adequate Narrative Synthesis of All Data</i>	2 <i>Limited Narrative Synthesis of All Data</i>	1 <i>No Narrative Synthesis of All Data</i>	
1.7					
Narrative Synthesis of All Data	A narrative synthesis of data/information is included that <u>specifically states</u> critical areas of strength and need based on the data/information presented.	A narrative synthesis of data/information is included that <u>implies</u> critical areas of strength and need based on the data/information presented.	A narrative synthesis of data/information is included without a list of areas of strength and need.	No narrative synthesis is provided.	4
					3
					2
					1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
1.8	<i>Exemplary List of Goal Targets</i>	<i>Adequate List of Goal Targets</i>	<i>Limited List of Goal Targets</i>	<i>No List of Goal Targets</i>	
Prioritized List of Goal Targets	The list of goal targets matches data priorities and reference the NCLB benchmarks.	The list of goal targets matches the majority of data priorities.	Limited attempts have been made to prioritize goals matched to data.	Goal targets are not based on the data.	4 3 2 1
Rationale for Performance Level Decision:					

Component 2 – Beliefs, Mission and Vision

Indicator 2.1	Performance Levels				Rating
	4 <i>Exemplary Collaboration</i>	3 <i>Adequate Collaboration</i>	2 <i>Limited Collaboration</i>	1 <i>No Collaboration</i>	
Understands the attributes of High Performing Schools’ Beliefs, Mission and Shared Vision	An understanding of the purpose of beliefs, mission, and shared vision of high performing schools is evidenced by the inclusion of <u>all</u> of the attributes below:	An understanding of the purpose of beliefs, mission, and shared vision of high performing schools is evidenced by the inclusion of at least <u>four</u> of the attributes below:	An understanding of the purpose of beliefs, mission, and shared vision of high performing schools is evidenced by the inclusion of at least <u>one</u> of the attributes below:	An understanding of the purpose of beliefs, mission, and shared vision of high performing schools is evidenced by none of the attributes below:	4
					3
	<div><input type="checkbox"/> Utilizes research-based information and data to drive decisions. <input type="checkbox"/> Holds high expectation for all students. <input type="checkbox"/> Provides a clear purpose and direction. <input type="checkbox"/> Aligns policies and procedures to maintain a focus on achieving the school’s goals for student learning.</div> <div><input type="checkbox"/> Engages in adequate and appropriate internal and external communication. <input type="checkbox"/> Fosters collaboration among staff and stakeholders.</div> <div><input type="checkbox"/> Establishes a link between the beliefs, mission, and vision.</div>				2
	*Stakeholders include such groups as parents, community representatives, and support personnel. When appropriate, students should also be included.				1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
2.2	Exemplary Clarity of Beliefs, Mission, Shared Vision Statements	Adequate Clarity of Beliefs, Mission, Shared Vision Statements	Limited Clarity of Beliefs, Mission, Shared Vision Statements	No Clarity of Beliefs, Mission, Vision Shared Statements	
The beliefs, mission and shared vision are achievement oriented	The beliefs, mission, and shared vision reflect a commitment to academic achievement for all students by the inclusion of <u>all</u> elements below.	The beliefs, mission, and shared vision reflect a commitment to academic achievement for all students by the inclusion of at least <u>three</u> elements below.	The beliefs, mission, and shared vision reflect a commitment to academic achievement for all students by the inclusion of at least <u>one</u> element below.	The beliefs, mission, and shared vision do not reflect a commitment to academic achievement.	4
					3
					2
	<div><div><input type="checkbox"/> Promoting a High Performing learning culture which includes all students and stakeholders.</div><div><input type="checkbox"/> Promoting the use of data driven decision-making process</div><div><input type="checkbox"/> Promoting the use of shared decision- making processes</div><div><input type="checkbox"/> Meeting the individual needs of students by striving for a quality education for all students.</div><div><input type="checkbox"/> Achieving proficiency and beyond for all students.</div></div>				1
Rationale for Performance Level Decision:					

Component 3 – Curricular, Instructional, Assessment, and Organizational Effectiveness

Indicator 3.1	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Curriculum Practices	In analyzing our curriculum practices, we included at least <u>seven</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>four</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>one</u> of the following activities:	In analyzing our curriculum practices, we did not include the following activities:	4
	<div><input type="checkbox"/> School uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards. <input type="checkbox"/> Curriculum is prioritized and mapped. <input type="checkbox"/> School has established schoolwide student achievement benchmarks. <input type="checkbox"/> School has implemented a grade appropriate cohesive standards based model for literacy. <input type="checkbox"/> School has implemented a grade appropriate cohesive standards based model for mathematics. <input type="checkbox"/> School has implemented formative assessment aligned with the school benchmarks. <input type="checkbox"/> Support system is in place for enhancing the quality of curriculum and instruction. <input type="checkbox"/> Monitoring is in place for enhancing the quality of curriculum and instruction. <input type="checkbox"/> Teaching and learning materials are correlated to the State standards and distributed to the instructional staff. <input type="checkbox"/> School communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.</div>				3 2 1
Rationale for Performance Level Decision:					

Indicator 3.2	Performance Levels				Rating
	4 Exemplary Evidence	3 Adequate Evidence	2 Limited Evidence	1 No Evidence	
Curriculum Process	In analyzing our curriculum process, we included <u>all</u> of the following activities:	In analyzing our curriculum process, we included at least <u>four</u> of the following activities:	In analyzing our curriculum process, we included at least <u>one</u> of the following activities:	In analyzing our curriculum process, we did not include the following activities:	4
					3
	<input type="checkbox"/> Listed our current practices <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing schools <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data				2
	<input type="checkbox"/> Identified strengths <input type="checkbox"/> Identified challenges <input type="checkbox"/> Identified steps to address your challenges				1
Rationale for Performance Level Decision:					

Indicator 3.3	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Instructional Practices	In analyzing our instructional practices, we included at least <u>six</u> of the following activities:	In analyzing our instructional practices, we included at least <u>four</u> of the following activities:	In analyzing our instructional practices, we included at least <u>one</u> of the following activities:	In analyzing our instructional practices, we did not include the following activities:	4
					3
	<input type="checkbox"/> Classroom instruction is aligned with the standards based curriculum.				2
	<input type="checkbox"/> Classroom instruction is aligned with the assessments.				
	<input type="checkbox"/> Teaching process is data-driven				
	<input type="checkbox"/> Students are actively engaged in high quality learning environments as supported by higher order thinking skills				
	Teachers incorporate a wide range of research based, student centered teaching strategies				
	<input type="checkbox"/> Classroom organization and management techniques support the learning process				
	<input type="checkbox"/> Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.				1
	<input type="checkbox"/> Classroom instruction supports the learning of students with diverse cultural & language backgrounds & with different learning needs & learning styles.				
Rationale for Performance Level Decision:					

Indicator 3.4	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Instructional Process	In analyzing our instructional process, we included <u>all</u> of the following activities:	In analyzing our instructional process, we included at least <u>four</u> of the following activities:	In analyzing our instructional process, we included at least <u>one</u> of the following activities:	In analyzing our instructional process, we did not include the following activities:	4
					3
	<input type="checkbox"/> Listed our current practices <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing schools <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data				2
	<input type="checkbox"/> Identified strengths <input type="checkbox"/> Identified challenges <input type="checkbox"/> Identified steps to address your challenges				1
Rationale for Performance Level Decision:					

Indicator 3.5	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Assessment Practices	In analyzing our assessment practices, we included at least <u>six</u> of the following activities:	In analyzing our assessment practices, we included at least <u>four</u> of the following activities:	In analyzing our assessment practices, we included at least <u>one</u> of the following activities:	In analyzing our assessment practices, we did not include the following activities:	4
					3
	<input type="checkbox"/> Uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum <input type="checkbox"/> Ensures that the appropriate assessments are used to guide decisions relative to student achievement <input type="checkbox"/> Uses a variety of data points for decision making relative to student achievement <input type="checkbox"/> Assesses all categories of students <input type="checkbox"/> Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc. <input type="checkbox"/> Provides professional development in the appropriate use of assessment <input type="checkbox"/> Provides support and technical assistance to teachers in developing and using assessments <input type="checkbox"/> Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning.				2
					1
Rationale for Performance Level Decision:					

Indicator 3.6	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Assessment Process	In analyzing our assessment process, we included <u>all</u> of the following activities:	In analyzing our assessment process, we included at least <u>four</u> of the following activities:	In analyzing our assessment process, we included at least <u>one</u> of the following activities:	In analyzing our assessment process, we did not include the following activities:	4
					3
	<input type="checkbox"/> Listed our current practices <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing schools <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data				2
	<input type="checkbox"/> Identified strengths <input type="checkbox"/> Identified challenges <input type="checkbox"/> Identified steps to address your challenges				1
Rationale for Performance Level Decision:					

Indicator 3.7	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Organizational Practices	In analyzing our organizational practices, we included at least <u>five</u> of the following activities:	In analyzing our organizational practices, we included at least <u>three</u> of the following activities:	In analyzing our organizational practices, we included at least <u>one</u> of the following activities:	In analyzing our assessment practices, we did not include the following activities:	4
					3
	<div><input type="checkbox"/> School’s beliefs, mission and shared vision define the purpose and direction for the school.</div> <div><input type="checkbox"/> Organizational processes increase the opportunity for success in teaching and learning at all schools. <input type="checkbox"/> Organizational practices and processes promote the effective time-on-task for all students. <input type="checkbox"/> School provides continuous professional development for school leaders.</div> <div><input type="checkbox"/> School is organized to be proactive in addressing issues that might impede teaching and learning. <input type="checkbox"/> School is organized to support a diverse learning community through its programs and practices. <input type="checkbox"/> School is organized to engage the parents and community in providing extended learning opportunities for children.</div>				2
					1
Rationale for Performance Level Decision:					

Indicator 3.8	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Organizational Process	In analyzing our organizational process, we included <u>all</u> of the following activities:	In analyzing our organizational process, we included at least <u>four</u> of the following activities:	In analyzing our organizational process, we included at least <u>one</u> of the following activities:	In analyzing our organizational process, we did not include the following activities:	4
					3
	<input type="checkbox"/> Listed our current practices <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing schools <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data				2
	<input type="checkbox"/> Identified strengths <input type="checkbox"/> Identified challenges <input type="checkbox"/> Identified steps to address your challenges				1
Rationale for Performance Level Decision:					

Component 4 – Action Plan Development

Indicator	Performance Levels				Rating				
	4	3	2	1					
4.1	<i>Exemplary Goals</i>	<i>Adequate Goals</i>	<i>Limited Goals</i>	<i>Inadequate Goals</i>					
Goals	In developing our school goals, we addressed <u>all</u> of the following. The school goals are:	In developing our school goals, we addressed at least <u>four</u> of the following. The school goals are:	In developing our school goals, we addressed at least <u>one</u> of the following. The school goals are:	In developing our school goals, we did not address any of the following.	4				
					3				
	<input type="checkbox"/> statements that are based on desired student performance with defined performance standard <input type="checkbox"/> linked to a reasonable timeline				2				
	<input type="checkbox"/> measurable <input type="checkbox"/> designed to address No Child Left Behind (NCLB) benchmark requirements <input type="checkbox"/> addressing needs identified by the data				1				
<input type="checkbox"/> linked to the system's Five Year Plan <input type="checkbox"/> representative of a comprehensive planning process									
Rationale for Performance Level Decision:									

Indicator	Performance Levels				Rating
	4	3	2	1	
4.2	<i>Exemplary Action Steps</i>	<i>Adequate Action Steps</i>	<i>Limited Action Steps</i>	<i>No Action Steps</i>	
Action Steps	In developing our school action steps, we addressed <u>all</u> of the following. The school action steps:	In developing our school action steps, we addressed at least <u>five</u> of the following. The school action steps:	In developing our school action steps, we addressed at least <u>one</u> of the following. The school action steps:	In developing our school action steps, we did not address the following.	4
					3
					2
	<input type="checkbox"/> are aligned to identified needs/stated goals <input type="checkbox"/> are clearly linked to specific student behaviors <input type="checkbox"/> include specific implementing and evaluating steps <input type="checkbox"/> detail how frequently the action occurs <input type="checkbox"/> define professional development activities for addressing identified diverse needs of instructional staff and administrators <input type="checkbox"/> describe how the school will promote parent and community involvement <input type="checkbox"/> state how technology will address varied needs of teachers, administrators and paraprofessionals <input type="checkbox"/> provide for effective communication between and among school personnel and all stakeholders. <input type="checkbox"/> are student-centered, teacher-centered, and school organization-centered				1
Rationale for Performance Level Decision:					

Component 5 – The School Improvement Plan and Process Evaluation

Indicator 5.1	Performance Levels				Rating
	4 <i>Exemplary Evaluation of the SIP Process</i>	3 <i>Adequate Evaluation of the SIP Process</i>	2 <i>Limited Evaluation of the SIP Process</i>	1 <i>No Evaluation of the SIP Process</i>	
Process Evaluation	Our evaluation of the SIP process of the following:	Our evaluation of the SIP process of the following:	Our evaluation of the SIP process in minimum of <u>one</u> of the following:	Our evaluation of the SIP process do include the following:	4
	<input type="checkbox"/> Evidence of an ongoing collaborative process <input type="checkbox"/> Evidence that multiple sources of data align with our goals <input type="checkbox"/> Evidence of ongoing communication of our SIP process with all stakeholders <input type="checkbox"/> Specific steps for adjusting/improving our SIP process <input type="checkbox"/> Evidence of alignment between beliefs, shared vision, mission in Component 2 and goals in Component 4 <input type="checkbox"/> Evidence of alignment between action steps in Component 4 and analyses of areas of curriculum, instruction, assessment and organization in Component 3				3
					2
					1
Rationale for Performance Level Decision:					

Indicator 5.2	Performance Levels				Rating
	4 <i>Exemplary System of Implementation</i>	3 <i>Adequate System of Implementation</i>	2 <i>Limited System of Implementation</i>	1 <i>No System of Implementation</i>	
Implementation Evaluation	Our system to implement our SIP includes the following:	Our system to implement our SIP includes the following:	Our system to implement our SIP includes the following:	Our system to implement our SIP does not include the following:	4
	<input type="checkbox"/> Clear and detailed process to begin implementation of the action steps <input type="checkbox"/> The formative assessments that will be used with projected dates for administration <input type="checkbox"/> Multiple examples of Formative data* to be collected to monitor the progress of the plan <input type="checkbox"/> Detailed process for gathering and analyzing the formative data *Formative Assessment is designed and used to improve an object, event, or program, especially when it is still being developed.				3
					2
					1
Rationale for Performance Level Decision:					

Indicator 5.3	Performance Levels				Rating
	4 <i>Exemplary Process for Sustaining SIP</i>	3 <i>Adequate Process for Sustaining SIP</i>	2 <i>Limited Process for Sustaining SIP</i>	1 <i>No Process for Sustaining SIP</i>	
Monitoring and Adjusting Evaluation	Our process to sustain our SIP includes the following:	Our process to sustain our SIP includes <u>three</u> of the following:	Our process to sustain our SIP includes <u>one</u> of the following:	Our process to sustain our SIP does not include the following:	4
					3
	<input type="checkbox"/> Calendar dates the SIP leadership team will meet <input type="checkbox"/> Name or title of the person responsible for communicating the time and location of the meetings <input type="checkbox"/> Process for communicating the progress of the SIP to all stakeholders and for soliciting ongoing input from stakeholders				2
	<input type="checkbox"/> Clear and detailed process to review summative** data to determine if adjustments need to be made in the plan <input type="checkbox"/> Detailed process for making adjustments to the action steps				1
**Summative Assessment is designed to present conclusions about the merit or worth of an object, event, or program and recommendations about what should be retained, altered, or eliminated.					
Rationale for Performance Level Decision:					